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ABSTRACT

This 3-year follow-up report describes actions taken by the Illinois Council on Vocational Education (ICoVE) during 1989, 1990, and 1991. It addresses the 31 suggestions and 23 recommendations of 5 technical reports (spanning 1987 and 1988) related to coordination. Recommendations from 1987-88 and follow-up actions are reported on the following topics: Job Training Partnership Act (JTPA) 8 percent funds; adequacy and effectiveness of JTPA; perceptions affecting coordination; coordination of JTPA and vocational education; and perceptions regarding JTPA and the Carl Perkins Vocational Education Act. The following recommendations for the Illinois State Board of Education are made: (1) establish performance standards for participants; (2) implement a process for retraining, upgrading, and maintaining the work force; (3) provide services for special populations and place priority for program access; (4) identify program service needs; (5) work with other agencies to facilitate preparation for work; and (6) work with the private sector to identify commerce, industry, and labor needs for education and job-specific preparation, including performance standards. ICoVE membership list is included. (NLA)

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ICoVE's 1989-1990-1991 Report

C O O R D I N A T I O N

A Follow-up of 1987-1988 Suggestions and Recommendations

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- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR SPECIAL POPULATIONS (A follow-up of 56 recommendations and 66 suggested actions in nine Technical Reports addressing special population issues for 1987-1988.)
- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR QUALITY VOCATIONAL EDUCATION (A follow-up of 35 recommendations and 124 suggested actions in 14 Technical Reports addressing quality vocational education issues for 1987-1988.)
- A FOLLOW-UP OF 1989-1991 ACTIVITIES RESPONDING TO ICoVE'S RECOMMENDATIONS AND SUGGESTED ACTIONS FOR EDUCATION FOR EMPLOYMENT (A follow-up of 29 recommendations and 140 suggested actions in 12 Technical Reports addressing education for employment issues in 1987-1988.
- SCHOOL BOARD MEMBERS SEEK BUSINESS COMMUNITY COMMITMENT (A survey report of local school board members and administrators' perceptions of tech prep and private-sector involvement with vocational education.)
- COMMON ELEMENTS (A report of coordination and special programs serving special populations through vocational education and job training.)
- CORRECTIONAL EDUCATION, A WAY TO STAY OUT (A report of public hearings and interviews of inmates with commendations, recommendations for Illinois with supporting statements, and success stories.)
- ILLINOIS TECHNICAL COMMITTEES, 1985-1990 (A report of the State's technical committee activities and accomplishments.)
- OVERVIEW OF ICoVE INITIATIVES, FISCAL YEARS 1989 AND 1990 (A report of ICoVE activities including major initiatives, council meetings, council linkages, reports, and other activities.)
- NEWSLINE (A newsletter prepared four times per year.)
- SPECIAL POPULATION STUDENTS: THE ISSUE OF ACCESS AND SERVICES (A guide for local councils)
- INCREASING THE IMPACT OF ICoVE RECOMMENDATIONS: EXAMPLES FROM JTPA REPORTS (A self-evaluation report of ICoVE)
- MEMBERSHIP BROCHURE

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ICoVE Membership

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  - Department of Adult, Vocational and Technical Education/Illinois State Board of Education staff
  - Illinois Community College Board Staff
  - Illinois Department of Commerce and Community Affairs staff
  - Illinois Department of Corrections School District 428 staff

ABBREVIATIONS & ACRONYMS USED IN THIS REPORT

CC	Community college
CHEP	Consumer and Homemaking Education Program
DCCA	Department of Commerce and Community Affairs
DCFS	Department of Children and Family Services
EDWAA/WARN	Economic Dislocation Worker Adjustment Assistant Act and Retrain Notification
EFE	Education for Employment
ESLP	Early School Leaver Program
GED	General Education Development
HITS	High Impact Training Services
IBHE	Illinois Board of Higher Education
ICCB	Illinois Community College Board
ICoVE	Illinois Council on Vocational Education
IDES	Illinois Department of Employment Security
IDOC	Illinois Department of Corrections
IMC	Instructional Materials Coordinator
IJTCC	Illinois Job Training Coordinating Council
IOICC	Illinois Occupational Information Coordinating Committee
ISBE	Illinois State Board of Education
IVA	Illinois Vocational Association
IVCC	Illinois Vocational Curriculum Center
IVSSN	Illinois Vocational Student Services Network
IYOC	Illinois Youth on Campus
JSA	Job Search Assistance
JTPA	Job Training Partnership Act
LEP	Limited-English proficiency
MIS	Management information systems
n	Number responding
NAPIC	National Association of Private Industry Councils
New 500(c)(5) Agreement	500 Illinois Unemployment Insurance Act (500 allows for training and still receive unemployment payments)
OTS	Offender Tracking System
PIC	Private Industry Council
RDS	Regional delivery system
s	Standard deviation
SDA	Service delivery area
TABE	Test for Adult Basic Education
TIE	Training, Industries, and Education
UCVEI	University Council for Vocational Education in Illinois
VIMS	Vocational Information Management System
V-TECS	Vocational-Technical Education Curriculum Services
WECEP	Work Experience/Career Exploration Program
WRAT	Wide-Range Achievement Test

PREFACE

In 1988, the Illinois Council on Vocational Education (ICoVE) completed a series of reports as part of its mandated responsibility set forth in the Carl D. Perkins Vocational Education Act of 1984. The series, known as the "Technical Reports," presented 44 recommendations and 210 suggested activities to various audiences to which ICoVE must address its advice and recommendations. Because these recommendations and suggestions had been made in an attempt to improve and enhance vocational education and job training in Illinois, ICoVE believed it was important to monitor and follow up initiatives taken as a result of its evaluation, reporting, and advising efforts.

This report, one of five in the series, is a three-year follow-up report, i.e., it describes actions taken during 1989, 1990, and 1991 to address the 31 suggestions and 23 recommendations of the 5 Technical Reports (spanning 1987 and 1988) related to Coordination. (Other reports in this follow-up series include Quality Vocational Education, Special Populations, Private Sector Involvement, and Education for Employment.)

ICoVE rated the extent to which each recommendation or suggested activity was met. To rate the extent activities were conducted, ICoVE used the following rating description.

Completed satisfactorily	Redirected activity, satisfactorily
Completed unsatisfactorily	Redirected activity, unsatisfactorily
Considerable progress	Recently initiated, as suggested
Partial progress	Recently initiated, altered satisfactorily
Limited progress	Recently initiated, unsatisfactory alterations
No activity/nothing initiated	
Continued Activity	Future implementation planned
	Future implementation planned, altered

To conduct monitoring and follow-up activities, ICoVE embarked on a variety of initiatives as illustrated below.

- Interviews with 26 state agency personnel
- Surveys of regional delivery system directors (RDS), community college deans (CC), and service delivery area directors (SDA) with the following responses:
  - ICoVE conducted a survey at workshop
    49 RDS responses, 80.3% return
    33 CC responses, 84.6% return
  - First mail survey
    55 RDS responses, 90.1% return
    34 CC responses, 87.1% return
    20 SDA responses, 76.9% return
  - Second mail survey
    55 RDS responses, 90.1% return
    29 CC responses, 74.3% return

- Special presentations to the ICoVE membership at meetings of the Council, e.g., overview of macro database progress, discussion of the new tech prep initiative, consultation on State Technical Committees.

- Participation of council members in state and regional seminars, workshops, e.g., RDS directors and CC deans meetings, workshops for special populations, and building fairness programs.

- Other ICoVE studies, e.g., public-private sector partnerships and apprenticeships.

- Linkages with other agencies and groups involved in education and training, e.g., IOICC, IJTCC, UCVEI, IVA, AVA, IDES, IBHE, ICCB, ISBE, DCCA, DCFS and IDOC.

Follow-up findings are reported in this 1989-1990-1991 follow-up series of five reports. A narrative overview of each of the Technical Reports and an executive summary of the total series are also included. The executive summary reviews efforts taken to improve vocational education and highlights future directions. Recommendations and possible strategies to improve the ability of vocational education to prepare and maintain a quality workforce of the 90s are given.

The following are the recommendations contained in the five follow-up reports:

The Illinois State Board of Education must:

- Establish world-class performance standards for vocational-technical education participants.

- Implement a process for retraining, upgrading, and maintaining the Illinois workforce, including basic and occupational skills, as part of the EFE policy.

- Place priority on issues related to program access and the provision of services for special populations.

- Use input from the private sector for identifying program service needs, including performance standards for students, programs, and institutions.

- Sit down face to face with other agencies, particularly the Department of Commerce and Community Affairs and the Community College Board, to identify ways of working together to facilitate preparation for work.

The private sector must:

- Identify commerce, industry, and labor needs for education and job-specific preparation, including needed performance standards.

EXECUTIVE SUMMARY

Coordination

1989-1991 Accomplishments, Activities, and Major Findings.

There is no doubt that coordination between vocational education and JTPA programs has improved during the past three years. This is not to say, however, that all is well with coordination. The greatest achievements pursuant to coordination are probably the result of the JTPA community and the vocational education community getting acquainted with each other. Simply knowing who the other person is makes working together and planning together a whole lot easier.

Several statewide and regional in-service education meetings have been conducted. Both groups learned more about the others' programs. Quarterly coordination meetings were also required. This assured at least an opportunity for communication. The educational representatives on the PIC who represent vocational education (as opposed to general or academic education) have increased in number. This has enhanced input and participation from the education representatives.

Coordination continues to have it problems. In areas where coordination is weak, duplication occurs. Clients find referrals frustrating when coordination is poor. ICoVE finds the primary reason for poor coordination is the poor attitude of people about working together. Generally, the poor attitude comes from protection of one's turf. Sometimes it is protected in order to maintain an ample supply of holdings or a large program, but sometimes it appears to be protected to avoid others seeing some of its weaknesses.

Problems most often cited as barriers to coordination have included personalities of people, incompatibility of definitions and data, local politics, and lack of compatibility of some programs. In some instances, the massive amount of red tape and paperwork has caused people not to want to get involved.

Perhaps coordination is never perfect. It can always be improved, but Illinois has a host of programs and services involving vocational education, job training, adult education, corrections, public aid, and an estimated fifteen other public programs that have joined forces with exemplary results. A review of these reveals no specific formula for who, what, where, when, or how. All possess unique characteristics which seem to make them work in a certain place, a certain time, serving certain populations, etc. Several examples follow to illustrate the wide array of coordination which occurs throughout the state. Most of it is locally created. Some has been encouraged by strong leadership from state and regional personnel involved with the programs.

•One 8% program formed a partnership between an RDS and an SDA to serve rural schools in central Illinois. The coordinated effort is a "last ditch effort to help school seniors" who are at-risk. The program, called "For Seniors Only," provides tutoring and cooperative education to help the seniors stay in school, become aware of programs at the area vocational center or community college and even seek out scholarships for those

who decide to continue training. Other students are assisted to be matched up with JTPA IIA slots for summer and fall programs. Although the rural setting does not serve large numbers, its percentage of success is large.

•An urban college and an urban SDA joined forces with an individual volunteer to make a videotape to explain college options and JTPA options for disadvantaged students. The individual volunteer was a well-known Chicago broadcaster. As a popular broadcaster, the Hispanic volunteer serves as a role model in the video message. The video is a valuable resource for job fairs.

•A Consumer and Homemaking (PROJECT CONNECT) project funded from Perkins vocational education funds for planning and fieldtesting is forming partnerships by coordinating with JTPA programs through SDAs, adult education programs, community colleges, student services, area vocational centers, and correctional programs to field-test programs designed to help disadvantaged adults, particularly economically disadvantaged, manage home and family responsibilities with work. Through the referral process, individuals will be referred to other programs depending on their needs. Some need job training; some need child care, transportation, or adult education. The purpose of PROJECT CONNECT is to "connect" participants with appropriate services needed to support their need to manage both a home or family and employment.

•An 8% JTPA program in one of Illinois' community colleges linked up with local public aid programs to provide services to individuals on public roles and individuals in public housing projects. The coordinated effort resulted in developing a resource center or mini-library at the public housing facility. The center contained newspapers, magazines, books, and pamphlets about health care, nutrition, child care, and other topics of concern to the residents. The CC staff worked with the public housing leaders. Participants also tested and assessed the residents for participation in adult basic education, literacy programs, JTPA job training programs, etc. The program's key to success was that the community college served as an advocate for the participants to make certain they got enrolled in the appropriate CC classes (most took nursing, secretarial, and retail programs). As advocates they connected the participants with resources from the JOBS bill to provide funding for child care, transportation, school supplies, or other financial needs.

•In one area of low unemployment, the PIC and two local businesses coordinated efforts and made a sizable financial commitment to the development of a child care center. The child care center makes affordable day care available to people to participate in JTPA training programs or re-enter the workforce in an area with a shortage of workers.

•One employer employing a large number of seasoned workers who lacked basic English skills created a partnership with the PIC and the Illinois Migrant Council to offer an on-site English course for both seasonal and full-time employees. Teachers and textbooks were supplied. The 30-minute classes are 15 minutes before work and the first 15 minutes of the workday, showing a commitment from both the worker and the employer.

•Many small family-owned companies in Illinois tell of growth and success they attributed to JTPA's OJT programs. One- and two-person businesses frequently contact the local PIC when they recognize the need to employ additional help and the person they employ will need to be trained on the job. Although the numbers are not large, the service provided is great.

•A partnership of a correctional facility with JTPA through the community college has expanded to bring in the Department of Employment Security, ex-offender assistance

programs, volunteers, mentors, and several social services agencies throughout the state. The purpose of the effort is to assist inmates in making the transition from incarceration to employment. Currently, 66% of the participants enter employment and have an average hourly wage of $6.25. The three-year recidivism rate for participants is 7% less than for nonparticipants. This coordination effort saves $131,200 in costs to taxpayers by helping to decrease the recidivism rate.

•One JTPA program teamed up with a rural secondary agriculture program that was suffering from declining enrollment. Through the use of JTPA funds, a new curriculum was developed to reflect new applications of agriculture education. The curriculum included studies of commodities, chartered stocks, and other agriculture-related fields. The Chicago Board of Trade joined in and attendance skyrocketed!

•Academic education and JTPA programs are working together in a new approach to the nontraditional program enrollment for women. The team effort is trying to change the low-paying jobs for women by enhancing the employment options for women in order to decrease the disparity between male and female wages. The linkage is encouraging women to take more math and science in order to increase these skills so women, who traditionally have stayed away from math and science, will have these much-needed competencies and can enroll in the technical curriculum at the community colleges.

•JTPA funds are being used to support planning grants for five Tech-Prep programs in manufacturing. Thirteen additional Tech-Prep planning programs are being funded by Perkins vocational education funds. The JTPA-funded programs have carefully coordinated local business and industry, the community college, the area high schools, and private industry councils. Each of the five has unique approaches and characteristics. During the planning phase, the emphasis is designing the program, in concert with the manufacturing representatives in the area and the academic and vocational teachers in the CC and RDS. A great deal of attention is being given to the needed academic skills, coordination of equipment availability through local industry, and teacher in-service.

•Several 8% JTPA programs offer a coordinated effort between the community college and the public housing authority to identify public housing residents who could benefit from job training programs. Funds help to provide pre-employment counseling, testing and assessment, child care services, job search assistance, and other services to help residents participate in job training programs.

•Literacy Plus Projects are located throughout Illinois. The projects are designed primarily to bring the basic literacy skills up to an adequate level for the participant to benefit from job training programs. A number of entities have joined forces throughout Illinois to help assess needs, and provide counseling and referral and other services needed. Private industry councils, secondary schools, adult education centers, community colleges, business people, and numerous public agencies collaborate to bring those needing to improve their literacy level into contact with those who can provide the necessary literacy enhancement programs.

•One of the Educational Service Regions teamed with the local JTPA office or SDA to provide a van with computers to travel to two rural counties in an effort to find adults who could profit from basic adult education or a JTPA program, but were either not knowledgeable of available services or did not have the means to travel to the service. The BAT Mobile (Basic Adult Training Mobile) is a mobile van that can set up in parking lots, outside homes, or in any place accessible to the population. Its purpose is to test, to teach, and to make people aware of available training. Because of excellent coverage from local newspapers in the two-county area, the program participation grew from five

to a waiting list of 55 very quickly. The van drove 22,000 miles in its two county area the first year. After people increase their literacy skills and acquire other needed competencies and have acquired the services necessary to participate in programs, the local JTPA office provides the appropriate referrals.

•In one community, JTPA and the community college coordinated with a local industry to provide job-specific training for the rapidly growing industry. Through the cooperation of JTPA, the local CC, and local industry, they provided pre-screening, participant interviews, assessment, classroom training, and OJTs. The program had a completion and placement rate of 94%. Workers employed at the industry had wages in excess of $8.40 an hour.

•Cooperative efforts of organized labor and JTPA programs have successfully moved single-parent females into nontraditional occupations in apprenticeship programs. Several have become "firsts" as female "journeymen."

•Exemplary coordination between JTPA, education and the business community have demonstrated success in impacting the dropout crisis. One such program is a multi-year program serving youth ages 14-21 in a dropout prevention program. The program emphasis is on improvement of basic reading and math skills. School counselors are the primary source of referrals. Parents must sign to illustrate their support. Other components of success include tutorial support, individualized and computer-based instruction, motivational incentives to reward achievement, and summer employment. Local businesses provide redeemable coupons at downtown businesses for good attendance and goal attainment of participants. During the first two years, $180,000 of incentive coupons were spent at the 40 participating businesses. Retention rate of the program is 82%. Reading and math achievement has also been significant.

•One Illinois PIC wanted to experiment with a new partnership and new approach to obtaining in-service or information about how other PICs operate. They selected a PIC in Savannah, Georgia. Several PIC members went to Georgia for a three-day in-service or idea exchange. Because of its success, the PIC plans to continue the coordination activity selecting a new site each year.

•One PIC coordinates with a facility housing juvenile wards of the state to provide year-round and summer youth programs for the participants. Most participants are from broken or abusive homes in the inner city. The PIC coordinates with the local school district and special education cooperative where students attend. The primary emphasis of the partnership is to provide pre-employment, job skills training, the work ethic, self-reliance, and exposure to the world of work.

•The IYOC is a JTPA program for 14- and 15-year-olds throughout the state. The ISBE coordinates the state effort and a local SDA director coordinates the program locally. A university campus houses the summer program for potential dropouts. Academic credit in math or reading and writing is available in the morning. During the afternoon, students go to work sites on campus. During the weekend, students receive instruction in pre-employment skills and career development, plus have time for structured social and cultural activities. The model program idea was borrowed from Texas. Plans are to expand the program in the summer of 1991.

Future Directions.

The Illinois Council on Vocational Education suggests that at all levels, coordination would be greatly enhanced if those involved would sit down face to face and discuss ways

of working together to better serve the citizens of Illinois. Benefits of such an action may be improved services, fewer frustrations to clients, and increased resources to provide the programs and services that need to be provided.

ICoVE suggests several activities which may affect coordination positively.

•Both vocational education and job training have or will have newly reauthorized federal legislation which must be fully understood by both groups if they are to work together effectively. Funds that had been available for specific purposes may be changed dramatically. Emphasis given to different thrusts will have changed in both pieces of legislation.

•It is important that both groups have a working knowledge, i.e., able to apply what they know about the legislation to an actual local situation or need. Generally, both the vocational education people and the JTPA people have only a "general overview" of the others' legislation, as some might say "enough knowledge to be dangerous."

•Needs of the populations to be served must be clearly identified so all programs providing needed services can be involved in initial planning.

•Both vocational education and job training personnel must recognize the benefits of coordination. Both must stop putting "self above service" if cooperation is to be successful.

•Paperwork required for coordination must be reduced. Duplication of reporting must be sorted out, particularly the reporting of program completers or the "supply" side of labor market information.

•Both communities must face up to all inhibitors of coordination and cooperation, including the "good old boys." It exists in both areas and inhibits not only coordination, but also program expansion and access.

•Long-term needs, as opposed to "quick-fix" efforts, should be considered, thus an opportunity to significantly reduce long-term needs may surface.

•In planning programs and services for at-risk populations, needs of the "total person" must be explored. Sometimes services are administered to a symptom, rather than the root of the need or cause.

•Individuals responsible for planning programs and services for at-risk populations must be creative and look for new methods, new approaches, and new resources.

•The governance of vocational education needs to be studied. The Illinois State Board of Education needs to be asked if it wishes to continue as the State Board for Vocational Education. If it does, it must recognize its statutory responsibility for coordination and cooperation with job training programs and its governing agency.

•A process needs to be established which is capable of determining if it is feasible to consolidate job preparation programs. ISBE, DCCA, and ICCB should take the leadership in developing the process. At the present time there are 22 agencies providing programs and services in a single local community. This is terribly confusing and frustrating at the local level.

RECOMMENDATION

To enhance the coordination of vocational education and job training in Illinois, ICoVE recommends that the Illinois State Board of Education--

> *SIT DOWN, FACE TO FACE, WITH OTHER AGENCIES, PARTICULARLY THE DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS AND THE COMMUNITY COLLEGE BOARD, TO IDENTIFY WAYS OF WORKING TOGETHER TO FACILITATE PREPARATION FOR WORK.*

Follow-up

Report #15

JTPA 8% FUNDS

REPORT #15:
JTPA 8% FUNDS
Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 JTPA 8% FUNDS

The 8% JTPA education funds have continued to provide focused initiatives in community colleges and secondary regional delivery systems. Because these funds can be used to maintain programs for at-risk youth, the 8% funds were used to continue cooperative education programs for potential dropouts and programs designed to bring dropouts back into educational programs.

During the past three years, the IJTCC has increased efforts to monitor the 8% programs. An effort from the secondary systems, community colleges and IJTCC was made to maintain the education grants when proposed federal amendments would have eliminated the funds.

Funds needed for programs offered by the 8% are inadequate. There is a waiting list of 60-70 schools wanting to start work experience programs for at-risk youth.

The 8% funds have been used to expand the availability of assessment services. This has benefitted efforts to determine client eligibility and has expedited referrals.

In an effort to free funds for new programs, the 8% state staff at DAVTE are considering reducing reimbursement on a graduated scale, i.e., 100%-75%-50%, to make funds available for new and innovative programs.

A primary purpose of the 8% fund is to enhance coordination between education and job training programs. The two most recent examples of meeting this purpose are the Illinois Youth on Campus (IYOC) program which served 11 SDAs and the planning grants for five tech prep programs. The 8% funds provided linkage and supportive services for both.

Efforts to cooperate with other state agencies are commendable actions for 8% funds at the state level. Partnerships have been successfully formed with adult education, public aid, Project Chance, JOBS, DCFS, and others.

One problem which continues to plague the 8% programs is the lack of uniform, consistent accountability measures between JTPA and vocational education. Behind this is also a differing philosophical issue of what these ought to be. As both continue to fine-tune and improve accountability, the problem will lessen.

The MIS system should more adequately report the 8% outcomes. The IIA system has been "patched," but work needs to continue.

15.2

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW-UP ACTIONS
----------*TO ISBE, ICCB, DCCA*----------	
Identify measurable outcomes for educational objectives that support the employment-related goals of the JTPA program. (Partial progress)	In 8% JTPA programs having employment-related goals, the placement rate goal has been increased by 25%. WECEP, IPREP, and ESLP all have several objectives that can be measured. There has been some attempt to improve the identification of youth competencies through the use of task lists. The problem continues to be the incompatibility of some 8% program outcomes with the JTPA MIS reporting system.
Revise components of the management information system (MIS) to accurately and adequately report the 8% program. (No activity/nothing initiated)	MIS reporting is not geared to 8% JTPA programs. It should more accurately report 8% outcomes. The IIA system has been "patched," but work needs to continued. DAVTE's MACRO-VIMS data systems should plan to infuse the 8% programs so data and information are available for planning purposes.

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Continue efforts to provide accountability for the 8% funds. (Considerable progress)	The Illinois Job Training Coordinating Council (IJTCC) has provided more attention and agenda space to the 8% programs during the past two years. IJTCC has monitored 8% performance and given concurrence to 8% proposals. DCCA has also monitored a sample of 8% programs.
Expand the awareness of services available through the 8% funds, particularly to secondary schools to encourage expanded participation through the secondary RDS. (Limited progress)	The problem with creating awareness of 8% programs and services is that the funds are limited. Any attempt to expand simply detracts from existing programs. Two presentations concerning 8% programs were presented to the regional delivery system directors during the '89–'90 time frame. The message has been for the RDS directors to develop coordination agreements that will create linkages. Some educators believe trying to get JTPA funds is futile because the "good ole boys" have already "tied them up." When proposed amendments of the JTPA appeared to do away with 8% funds, RDSs, community colleges, and the ITJCC became concerned for disappearance of the 8% funds. The groups worked cooperatively to try to revitalize the initiatives. 8% staff believe that education is more aware of 8% funds than before. Information about available funds is sent to all RDS directors.

----------*TO ISBE, ICCB, DCCA*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Identify appropriate educational outcomes to be attained as part of the MIS. (Limited progress)	Some revisions have been made, but the 8% program outcomes are still not part of the MIS.
Continue working to reduce red tape and bureaucracy to a minimum to encourage expanding the list of providers. (No activity/nothing initiated)	The DAVTE Job Training Section does not believe that red tape and bureaucracy are problems for 8% programs. At the present time, 8% programs are comprised of 15 different types of programs which are funded through 144 contracts.
Emphasize joint planning and coordination among vocational education, job training, and other employment preparation programs. (Considerable progress)	Coordination meetings between JTPA and vocational education serve as a valuable resource to "connect" these employment preparation programs, as well as many human services resources such as Project Chance, JOBS, and others. Coordination with adult education programs has increased considerably during the past two years. The 8% staff provided extensive coordination and linkage to provide needed support for the I.Y.O.C. project serving 11 SDAs.
Continue to emphasize collaboration of 8% funds with vocational education funds for more comprehensive programs and better participant services. (Continued activity) (Future implementation planned, altered)	The JTPA 8% funds continue to be used in concert with vocational education funding to meet the needs of at-risk populations. Examples currently in place include the WECEP and ESLP programs for dropouts and potential dropouts. Future plans include innovative and collaboration efforts in FY 92. The emphasis will be at the local level for investing in partnerships and collaboration activities leading to greater capacity-building and coordination efforts. New initiatives will also focus on a system for using 8% funds in concert with adult, Perkins funds and Title IIA programs. The sex equity initiative of vocational education has teamed up with 8% JTPA programs to provide career information about nontraditional occupational opportunities.

15.4

----------*TO ISBE, ICCB, DCCA*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
	The IYOC program mentioned earlier tapped Public Aid and JTPA resources. JTPA 8% funds often provide resources for tutorial programs, as well as investments in partnerships. These joint ventures will continue, and many will serve as models for other collaborative efforts. A planning grant for tech prep programs was designed in 1990 to use both vocational education and JTPA funds for the design of five tech prep programs. ICoVE encourages continued funding for implementation. Efforts are underway to do away with 100% long–term funding of many in favor of investment partnerships 8% projects so that funds can be available for emerging needs, as well as emergency needs. Plans are to "phase down" funding using a 100%, then 75%, and 50%, leaving support at 50%.
Continue to address areas of concern currently being addressed, giving emphasis to dropout–related problems and adult literacy–related issues. (Continued activity)	The 8% funds continue to address concerns for dropout–related and adult literacy–related issues. Program expansion would be difficult without an increase in funds.
Identify unserved areas of the state and encourage participation. (Partial progress)	Currently a waiting list of 60–70 schools wanting WECEP programs and other 8% programs exists. New programs are funded only when funding is freed up from previous commitments or when new funds are made available. DAVTE staff estimates that $4–5 million could easily be added to support the need for WECEP. A collaborative effort with Public Aid, adult education, and the Department of Commerce and Community Affairs has identified a number of programs worthy of experimental funding if 8% funds could be freed up to try some new approaches. Better coordination of the 8% funds with the $16 million in state funds serving dropouts is needed. Programs providing school to work transition are also in need of additional funds for expansion. In addition, funds for tutorial services are needed in numerous junior high and senior high schools.

----------*TO ISBE, ICCB, DCCA*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Encourage EFE/RDS contracts which could consolidate services to free funds needed for expansion. (Considerable progress)	Several efforts to coordinate vocational education, JTPA and other special programs have resulted in bringing several funding sources together to support program improvement and expansion without having to increase the funding level. The most common is the combining of 8% money with Title IIA JTPA funds. Some piloting of 8%, IIA and vocational education's sex equity funding has also occurred.
Continue required criteria for coordination. (Continued activity)	The requirement for coordination agreements and subsequent meetings is continuing.
Continue technical assistance and professional development initiatives. (Continued activity)	Technical assistance provided by the DAVTE Job Training Section is generally considered quality assistance. If 8% program support funds are cut to 50%, this could free up funds for developmental initiatives, in-service and technical assistance.
Include 8% as a topic in coordination agreement meetings. (Partial progress)	The 8% JTPA programs are nearly always on the agenda at state-level coordination meetings. It is believed by staff that local coordination meetings should increase the amount of time spent on the 8% programs. Minutes have not been reviewed to substantiate this.
Design a means of identifying terminations in the MIS which indicate the services received prior to termination. (No activity/nothing initiated)	The MIS has not changed in an effort to identify services received prior to termination. When 8% students are co-enrolled in JTPA and IIA programs, some additional information is available.

15.6

----------*TO ISBE, ICCB, DCCA*----------

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Reduce the incidence of "unknown" terminations and MIS-reported terminations by improvement of client follow-up and additional termination classifications on the MIS. (No activity/nothing initiated)	The incidence of "unknown" terminations in the MIS reporting has not been changed. It would seem appropriate that if the MIS is not revised, the vocational education MACRO-VIMS reporting system should make necessary provisions to provide the much-needed information.
Develop a mechanism for assessing the effectiveness of programs which include workforce retention and employer satisfaction. (Future implementation planned as suggested)	The impending use of employment security to provide long-term follow-up will help to satisfy some of the need for workforce retention. Employee satisfaction will most likely need to come through the vocational education data collection and follow-up process.
Add classifications for outcome measures to the MIS which more precisely report program objectives. (No activity/nothing initiated)	No classifications have been added to the MIS to acquire outcome measures appropriate for 8% program objectives.
Provide incentives for client referrals among various service providers. (Partial progress)	The 8% JTPA funds provide $286,000 for assessment. This pre-assessment effort helps determine client eligibility and serves as an incentive for referrals. The 8% funds often provide programs the IIA funds cannot provide.
Establish quarterly meetings between staff of the ISBE and ICCB involved in administration of the 8% funds. (Partial progress)	Management staff of ISBE and ICCB have quarterly meetings. The agenda offers an open-ended slot for surfacing issues. Quarterly meeting involving all ISBE and ICCB staff working with 8% programs would be a worthy undertaking.

----------*TO ISBE, ICCB, DCCA*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Assign a representative from the community college to attend meetings of the PIC if the college is not represented as a member. (Considerable progress)	Most community colleges now have representatives on the PIC. PIC memberships of appropriate educational representatives have improved substantially during the past three years.
Assign a local district liaison to attend meetings of the PIC and coordinate JTPA needs and services with the RDS directors and districts within the RDS. (Limited progress)	Quarterly meetings of SDAs, RDSs, CCs, Public Aid, and others are required. Most JTPA programs serve out–of–school youth, but the Summer Youth program, 85 programs.

Reauthorization and amendments to federal legislation for job training programs are being considered. A great deal of energy has already focused on the 8% JTPA funds. A number of issues continue to surface.

1. How can reporting issues for the 8% funds be resolved? . . . Will soon–to–be–developed performance standards and measurable outcomes for vocational education programs provide comparable data? . . . How can these programs be better coordinated?

2. Have all unserved areas of the state been adequately assessed? . . . What additional 8% funds would be required to adequately address the needs? . . . Can these programs be better coordinated with state–funded programs for dropouts?

3. Do 8% programs, youth, and summer youth programs funded by JTPA represent a well–articulated process? . . . Do programs complement each other? . . . How can these programs be coordinated to assure that all participants have adequate basic skills?

PROGRESS ON RESPONSES TO SUGGESTIONS AND RECOMMENDATIONS by ISBE, ICCB, and DCCA

Most suggested actions made by ICoVE were addressed to some extent. Those still needing attention most often are concerned with the MIS reporting. The extent to which suggestions were pursued is shown below.

15.8

- 4 Considerable progress
- 5 Partial progress
- 3 Limited progress
- 4 Continued activity
- 1 Future implementation
- 5 No activity

22 Total

Follow-up

Report #16

ADEQUACY AND EFFECTIVENESS OF JTPA

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REPORT #16:
ADEQUACY AND EFFECTIVENESS OF JTPA
Follow-up of 1987-1988
Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 ADEQUACY AND EFFECTIVENESS ACTIVITIES

DCCA has taken a proactive position in marketing JTPA programs during the past three years. In addition to several local efforts, statewide television promotional advertisements have been used.

Illinois has enjoyed a positive placement rate since JTPA was enacted. Because of this, JTPA has been able to pilot some special incentive programs and try some new initiatives. Perhaps the most commendable initiatives are long-term programs to allow for more in-depth academic preparation, as well as for further development of occupational skills.

This exemplary effort addresses the need often expressed by employers. That need is for better academic performance by the workforce so it can adapt to advancing technologies more readily.

The number of participants served by JTPA decreased slightly from FY 89 to FY 90. Participants totaled 101,585 and 94,625, respectively. About 55% of the participants were youth. The "cost per placement" increased slightly for all programs each year.

Placement rates for JTPA participants who complete the program decreased slightly in FY 90 as compared to FY 89 information. Of those who completed, approximately 60%-75% were placed, including participants such as welfare recipients, high school dropouts, criminal offenders, veterans, older workers, and limited-English-proficient participants. Placement was slightly less than 60% for handicapped and displaced homemaker participants, but still over half found employment.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
----------TO DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS----------	
Increase activities to market the programs and services available through JTPA. (Considerable progress)	Technical assistance for marketing activities has been increased to include Chicago providers. This has resulted in increased access to these services. The Distribution of Workforce, the statewide employment and training newsletter, has been upgraded and expanded. The summary of the OJT study was sent to NAPIC, the Partnership, etc. The statewide JTPA awards banquet and conference was attended by over 700 people. JTPA Alumni Week was observed, and an Illinois version of Profiles in Progress was done. It contained client success stories. An older workers recruitment campaign and JTPA marketing video were developed. An EDWAA/WARN brochure and speech plus overheads to all chambers were also designed. Under the nontraditional training program for women, recruitment materials were developed.

16.2

----------*TO DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Take advantage of the extent to which performance standards and indicators in Illinois are in excess of the required level of performance by seeking participants who are most difficult to serve. (Considerable progress)	JTPA policies and programs have been modified over the past two years to provide greater encouragement to SDAs to serve harder-to-serve clients. These have included elimination of cost measures, modification of performance standards models, and creation of incentives for long-term skill training.
Review activities of JTPA participants to match the most successful and the least successful activities with specific population segments. (Partial progress)	DCCA has previously completed a study of service equity under JTPA, which yielded several recommendations designed to reduce the wage disparity between men and women. DCCA implemented the recommendations of the JSA study. This improved the intensity of this activity. We have also recommended the OJT be provided to women more frequently.
Categorize termination data in order to determine minimum and maximum JTPA efforts needed to achieve "entered employment" status of clients. (No activity/nothing initiated)	No activity was undertaken to analyze termination data to determine which JTPA program activities appear to have the greatest potential for producing "entered employment" status of clients.
Review the Summer Youth Programs and clarify JTPA purposes, state goals, and achievements which should be sought by the program deliverers. (Limited progress)	The purposes and goals of the Summer Youth program are subjects of debate within the context of the pending amendments to JTPA. The current view is that goals within this program properly reflect congressional intent, which is to provide summer jobs for disadvantaged youth with some remedial skill training. If the amendments result in modification to their purposes, adjustments to policies will be made accordingly. Although the program meets Congressional intent for employment, the extent to which student need for remedial skills is met is not clear.

----------*TO DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS*----------

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
Implement coordination initiatives recommended as a result of ICoVE's coordination report. (Partial progress)	Some of the coordination enhancement recommendations were addressed, but JTPA and DOC education addressed most of them in isolation from each other.
Identify ways to increase the amount of academic training received by JTPA participants. (Considerable progress)	DCCA has implemented an incentive bonus measure which provides a monetary award to SDAs which provide long-term academic or occupational skills training. A new 500 (c)(5) agreement with IDES has been negotiated to allow for long-term academic skills training. A requirement added to the MIS tracks referral of clients to non-JTPA funded activities and requires client reading/math testing and employability development planning.
Identify services from which JTPA participants might benefit after they terminate programs in an effort to retain and advance in employment. (No activity/nothing initiated)	No action has been taken to research possible follow-up activities for JTPA clients who have been employed in order to help these clients advance on the job or prepare for eventual retraining and upgrading needs. Such findings may have been useful input for federal reauthorization.
Explore initiatives that could provide post-participation services which will contribute to maintaining employment and maintaining the Illinois workforce. Work in partnerships with the vocational education community to pilot some exemplary programs. (No activity/nothing initiated)	No action was taken to explore possible activities or services that might benefit JTPA clients now participating in the workforce as a means of maintaining a well-qualified workforce.

16.4

----------*TO DEPARTMENT OF COMMERCE AND COMMUNITY AFFAIRS*----------

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW–UP ACTIONS
Identify ways JTPA can expand its partnerships with the vocational education programs in Illinois.	The quality of services initiative on coordination will focus on vocational education/JTPA coordination. DCCA has participated in the ISBE performance standards task forces, committees, etc.
(Partial progress)	

To enhance further adequacy and effectiveness of the JTPA programs and services to clients, JTPA personnel may wish to consider addressing some of the following questions.

1. How can JTPA and vocational education work together to assure that all participants have the necessary academic competencies? . . . The needed basic skills? . . . Occupational skills?

2. Are there services from which JTPA clients who have completed and found employment might benefit 6–12 months later? . . . Could these provide new or changing technologies? . . . Advanced academics? . . . Job promotions?

3. Can additional services be provided to some of JTPA's most difficult to serve which would increase the placement rate of these populations? . . . What services might these be? . . . Are these services available through JTPA, or are cooperative arrangements needed?

PROGRESS ON RESPONSES TO RECOMMENDATIONS To DCCA

Follow–up activities of ICoVE found the following efforts had been made to address ICoVE's suggestions.

- 3 Considerable progress
- 3 Partial progress
- 1 Limited progress
- 3 No activity/nothing initiated

10 Total

Follow-up

Report #17

COORDINATION BETWEEN JTPA AND VOCATIONAL EDUCATION

REPORT #17: COORDINATION BETWEEN JTPA AND VOCATIONAL EDUCATION Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 PERCEPTIONS AFFECTING COORDINATION ACTIVITIES

Two observations apply to actions resulting from ICoVE's recommendation and suggestion for enhancing coordination. First, both DCCA and ISBE gave attention to nearly all of the actions ICoVE suggested. Whether this would have occurred without ICoVE's prompting was not searched. Second rather than giving attention to the suggested actions as a combined effort, the two agencies provided the in-service, review of goals and purposes, responsibilities for basic skills and others in isolation from each. Clearly the message was missed.

There is some evidence to indicate that some local in-service activities involved community college personnel, regional system personnel and SDA staff in joint efforts to work on coordination. These are commendable activities.

ICoVE believes there continues to be merit in JTPA and vocational education dialogue concerning the role each plays in economic development; responsibilities for improving basic and occupational skills and the development of work maturity and employability skills; ways to jointly ensure access, equity, and efficiency of services for clients; in-service for PIC and advisory council members; and ways to improve communication with each other and among clients.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
TO ISBE AND DCCA	
ICoVE recommends that the state administration for vocational education and for JTPA develop a formal program of educating local JTPA and vocational education staff about the purposes of each Act and about ways in which coordination can and should take place. (Partial progress)	At the planning workshop, the entire second-day session was devoted to an ISBE presentation on the Carl Perkins Act and its impact on JTPA/vocational education coordination. Vocational education personnel have received some in-service about JTPA. The number and comprehensiveness of this kind of in-service needs to be incorporated as part of an ongoing procedure.

17.2

----------*TO ISBE AND DCCA*----------

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW-UP ACTIONS
ICoVE recommends that JTPA and vocational education at the state and local level address the findings reported in this study. Special attention should be given to: (Partial progress)	Both DCCA's job training personnel and DAVTE staff of ISBE have addressed all or parts of almost all of ICOVE's suggestions. However, it was ICoVE's intent that DCCA and DAVTE provide joint leadership and the mechanism to bring together the grassroots people who are on the front line delivering these programs everyday (i.e., SDA directors, CC deans, and RDS directors) to reach consensus and/or agreement concerning these issues, e.g., goals and purposes, improvement of skills, coordination, access, equity, in-service, referrals, economic development.
The identification of the goals and purposes for JTPA and vocational education as they relate to economic development and individual or human development. (Limited progress)	DCCA staffed the Governors Mansion Summit on Quality and Competitiveness, out of which regional forums on quality and competitiveness were initiated. Of the four issues discussed at these meetings, the importance of education to the quality of the workforce was evident. DAVTE has undertaken similar activities. Many of these also surfaced at focus group meetings. The effectiveness of the in-service may have been enhanced through a joint meeting.
JTPA and vocational education responsibilities for improvement of basic skills, occupational skills, development of work maturity and employability skills. (Considerable progress)	The department has undertaken a complete overhaul of its youth employment competency policies, with a view toward the development of a voluntary skill standards system which incorporates "world class" standards for basic, occupational, and work maturity skills. Vocational education has reviewed many of the basic skills, as well as the occupational skills, in terms of what employers want and need. Performance standards will be set as part of new requirements of the reauthorized Carl Perkins Act.
The improvement of coordination of JTPA and vocational education activities to ensure access, equity, and efficiency of services for all eligible clients. (Redirected activity)	DCCA has undertaken an effort to clarify the procurement requirements for tuition and fees for occupational training programs that will enable these costs to be reimbursed through vouchers. This will dramatically open access to the range of skill training programs. In the second year of the two-year planning cycle, JTPA and vocational education programs are to modify their agreements to include referral procedures. DCCA is providing technical assistance to SDAs for improvement of case management service.

----------*TO ISBE AND DCCA*----------

'87–'88 RECOMMENDATIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Provision of technical assistance to SDAS and RDSs to assure that quarterly meetings are effective and meaningful. (Limited progress)	Technical assistance has been built into DCCA's regular monitoring system. If problems are encountered, assistance is provided to help alleviate the problems.
Provision of technical assistance to education representatives who serve on PICs to ensure that they serve all of the education agencies in their SDA. (Limited progress)	Vocational education has worked from both the secondary level and the postsecondary level to get education appointed to the PICs who are involved in vocational education and when possible, those who are already coordinating with JTPA. This level of knowledge has provided a more appropriate appointment. Several regional system directors and community college deans reported they have provided in-service education to their staff about JTPA progress.
Provision of technical assistance to SDAs and RDSs on how to improve communication between each other and among the clients who need to be served. (Partial progress)	Part of the agenda of the regional workshops conducted on the coordination criteria was a focus on improving communication skills.

To enhance future coordination, JTPA and the vocational education community may find it helpful to sit down together to address questions such as the following:

1. What program goals and purposes do JTPA and vocational education have in common? . . . What are the differences in their goals and purposes? . . . Do these differences complement each other or present barriers?

2. How can vocational education and JTPA work cooperatively to assure access of targeted populations to quality programs? . . . What can they do to eliminate hassles to clients who are trying to participate in programs?

3. How can vocational education and JTPA coordinate to improve basic skills of participants? . . . Occupational skills? . . . Work maturity and employability skills?

17.4

PROGRESS OF RESPONSES TO RECOMMENDATIONS by ISBE and DCCa

A review of the follow-up actions taken by ISBE and DCCA to ICoVE's recommendations and suggestions reveals:

ISBE and DCCA

- 3 Partial progress
- 3 Limited progress
- 1 Considerable progress
- 1 Redirected activity

Follow-up

Report #22

EFFECTS OF ICOVE STUDY ON COORDINATION OF JTPA AND VOCATIONAL EDUCATION

REPORT #22:
EFFECTS OF ICOVE STUDY ON COORDINATION OF JTPA AND VOCATIONAL EDUCATION
Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 COORDINATION STUDY

In 1987, the Illinois Council on Vocational Education presented a study, with accompanying recommendations for enhancing the coordination of job training and vocational education, to the Illinois State Board of Education and the Department of Commerce and Community Affairs. In 1988, ICoVE followed up that study with a report of progress made. At that time, ICoVE felt the recommendations were worthy of being repeated. Some progress had been made, but additional progress was desired. This contains a second follow-up or review of progress pertinent to the 1986-87 study.

Through surveys, ICoVE asked SDA directors, CC deans, and RDS directors about several cooperative efforts. In addition, ICoVE asked how these efforts had benefitted and what some of the local barriers were to cooperation and coordination. The local personnel appear to recognize benefits to most activities, but at the same time, they recognize activities that are not beneficial. Further, local personnel can identify barriers which curtail benefits.

Several suggestions for joint conferences and joint planning meetings were made. A statewide joint conference was sponsored by ISBE and DCCA for two years, but enthusiasm for the benefits declined and no more were held. Attendees indicated that the program agenda did not address their needs. Perhaps more local involvement in planning would be worthwhile if these were to be reiterated.

Although most local personnel acknowledge that training plans are exchanged, they report this has little impact. They suggest that the exchange of plans would be more helpful if adequate time was taken to review the plans so everyone knew and understood the contents. Another suggestion was more exchange and involvement in the development of the plans, i.e. increased joint planning. The barrier to increased joint planning was quickly identified as attitude problems, primarily attributed to people not understanding each other's programs.

Local JTPA and vocational education personnel identified their contractual problems as most often coming from excessive paperwork, red tape, politics, teacher union contracts, and program requirements and goals being different. Most believe better coordination and joint efforts are needed in the 40% youth programs and summer youth programs.

Cross-representation of vocational educators and job training personnel on PICs and vocational education advisory councils has increased substantially, particularly vocational education representation on the PICs. Vocational education needs to continue to encourage JTPA representation on vocational advisory councils. Representatives on these councils see the benefits as being "a better understanding of the program."

Even though the federal legislation for JTPA and vocational education have been with us for over five years, vocational education has been reauthorized, and JTPA is in the reauthorization process, it appears that both communities still lack adequate knowledge of the other's program. This is a tremendous barrier to coordination. It seems difficult, if not impossible, to coordinate with a program one doesn't comprehend.

Clearly, ISBE/DAVTE, DCCA, and ICCB must plan extensive joint in-service about the newly authorized federal programs if coordination is to exist. The agencies must involve local personnel in planning the in-service. At the same time, they must carefully examine similarities and differences in the legislation. They must seek ways in which programs, service, personnel, evaluation/account- ability, and reporting can be dovetailed.

'87-'88 SUGGESTED ACTIONS	'89-'90-'91 FOLLOW-UP ACTIONS
TO ISBE AND DCCA	
Continue and expand regional conferences for vocational education and JTPA personnel for the purpose of informing them about JTPA and vocational education opportunities for fostering communication and planning joint activities at the local level. (Limited progress)	DAVTE and DCCA continued to sponsor joint meetings for vocational education and JTPA personnel until FY 90. Attendance began to drop off at the conferences and "side" meetings started being called which separated JTPA and vocational education participants. The idea of the joint conferences needs to be revisited. Program planning needs to involve local leaders in setting the agenda. The agenda probably needs to be structured in such a manner as to actively involve the participants instead of "telling them about" something. Each SDA, RDS, and CC engages different approaches to delivering their programs and services. It is difficult to tell a state story . . . the local stories would be better discussed through small-group work. The statewide conferences actually "died for lack of interest." Topics were not pertinent and participants were not learning, thus resulting in a disappointing demise.
Define the responsibilities of the education representative on the SDA/PIC to ensure that the person represents vocational education providers and is an effective liaison between education institutions and the private industry councils. (Considerable progress)	ICoVE asked SDA personnel if there are active vocational education representatives on the Private Industry Council. Ninety-four percent of the respondents indicated that there were active representatives. The average number of educational representatives on the PIC as indicated by college deans and system directors is: Education Representatives on PICs CC Mean .94 s. .43 RDS 1.13 1.44 Community college deans, regional delivery system directors and SDA personnel were then asked if the responsibilities of the education representatives on the PICs had been defined. The respondents indicated:

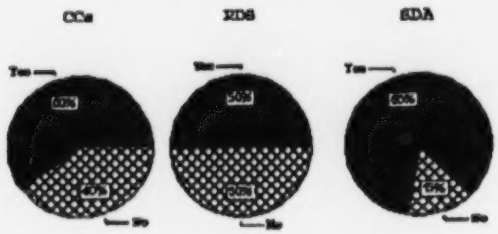
----------*TO ISBE AND DCCA*----------

'87-'88 SUGGESTED ACTIONS

'89-'90-'91 FOLLOW-UP ACTIONS

CC	60% Yes	40% No
RDS	50% Yes	50% No
SDA	85% Yes	15% No

Defined Responsibilities



As cited by SDA personnel, vocational education representatives make contributions of:

- Information about vocational education programs
- Recommendations regarding new programs
- Keeping SDA personnel abreast of state and local program ideas
- Service on committees
- Input on program evaluation and competencies
- Information on the local labor market and about demand occupations

PIC members also share their expertise with vocational education by serving on vocational education boards, councils, and committees.

Conduct a study to identify contractual problems which interfere with JTPA programs at some public secondary and postsecondary institutions.

(ISBE & DCCA: No activity/nothing initiated)
(Local initiatives: Limited progress)

Neither ISBE nor DCCA studied contractual problems of JTPA in offering programs through educational institutions. In its survey, SDA personnel, community college deans, and RDS personnel were all asked by ICoVE to rate the extent to which contractual problems have interfered with their involvement in JTPA programs. On a scale from 0=None to 4=Extensive, the following ratings were made:

Contractual Problems

	Mean	s.
SDA	.80	1.20
RDS	1.69	1.29
CC	1.62	.98

----------*TO ISBE AND DCCA*----------

'87–'88 SUGGESTED ACTIONS

'89–'90–'91 FOLLOW-UP ACTIONS

The SDAs recognize fewer contractual problems than system directors and college deans recognize.

In addition to the rating, all three groups were asked to identify the two most common contractual problems. Those reported most frequently are listed below.

MOST COMMON CONTRACTUAL PROBLEMS

Service Delivery Areas

- Placement emphasis of contracts not met by educators
- Competencies made some educators hesitate
- Red tape
- Teacher unions

Regional Delivery Service

- Paperwork
- JTPA qualifying requirements
- JTPA unwillingness to involve schools
- Not cost-effective
- Target population
- Union contract

. . . many others

Community Colleges

- Paperwork
- Timing
- Availability of staff
- Limited funding
- Turf problems
- Placement requirements

Source: ICoVE survey of RDS, CC, & SDA

Review the impact of exchanging vocational and training plans between SDAs and RDSs and require more than a sign-off activity.

(ISBE & DCCA: (No activity/nothing initiated) (RDS, SDA, CCs: Have examined the issue, limited progress)

No activity was conducted by either state agency. SDA personnel, community college deans, and RDS personnel were all asked by ICoVE to rate the impact that the exchange of vocational and training plans between the SDA and LEAs has had. A scale of 0=None to 4=Extensive was used in their rating.

Impact of Plan Exchange

	Mean	s.
SDA	1.15	.93
RDS	1.12	.92
CC	1.34	.86

The plan exchange appears to have very little impact. ICoVE reiterates that the exchange should exceed the sign-off activity. This is further illustrated by the following.

----------*TO ISBE AND DCCA*----------

'87-'88 SUGGESTED ACTIONS

'89-'90-'91 FOLLOW-UP ACTIONS

Those whose personnel did more than simply sign off cited the impact of the exchange as shown below.

IMPACT OF EXCHANGING SDA, RDS, AND CC PLANS

Service Delivery Areas

- Information exchange
- Collaborative efforts in determining training
- Reciprocal representation on PIC
- Nonduplication of services
- Maximizing the use of funds

Regional Delivery Systems

- Know more about each other's programs
- Regular meetings
- Work together
- Wide tutorial program for students
- Promotion of vocational education staff development
- Referrals
- Vocational testing

Community College

- Improved communication
- Better cooperation
- Increased awareness
- Additional training contracts
- Additional students served
- Increased involvement in secondary schools

Source: ICoVE survey of RDS, CC, & SDA

In addition, respondents were asked to make suggestions for how to increase the impact resulting from the exchange of plans. They made the following suggestions:

SUGGESTIONS FOR INCREASING IMPACT

Service Delivery Areas

- Joint planning
- Legislation for joint programs
- Discussion prior to plan development
- Include JTPA representative in vocational education meetings
- Active information exchange between SDA and LEA

Regional Delivery System

- Specific meetings for information exchange
- Less paperwork and politics
- SDA should make requests for our help
- More funding
- Vocational education representatives on PIC
- Reinstate work experience programs

22.6

----------*TO ISBE AND DCCA*----------

'87-'88 SUGGESTED ACTIONS

'89-'90-'91 FOLLOW-UP ACTIONS

Community Colleges

- State-level mandate to increase coordination
- State willingness to monitor SDA
- SDA should stay out of education business
- SDA should increase support for student enrollment in CCs
- Examine regional labor needs
- Targeting specific training needs
- Mandatory workshops for high school teachers and counselors

Source: ICoVE survey of RDS, CC, & SDA

The respondents offered a number of reasons or barriers which diminished the level of impact a plan exchange could have. Attitudes and turf protection appear to be the most common link to presenting barriers.

BARRIERS TO IMPACT

Service Delivery Areas

- Turf problems
- Educators' attitudes
- Federal and state requirements
- Different objectives
- History and tradition
- Closed entry classes

Regional Delivery System

- JTPA doesn't need involvement
- Time
- Paperwork
- JTPA procedures
- Funds
- Youth competency requirements
- Size of systems
- Lack of understanding

Community Colleges

- SDAs are territorial
- SDAs don't understand academic requirements
- Busy work
- Availability of specific programs
- Local politics
- Funding
- JTPA duplication
- Unwillingness of high school teachers and counselors to refer students to college

Source: ICoVE survey of RDS, CC, & SDA

----------*TO ISBE AND DCCA*----------

'87-'88 SUGGESTED ACTIONS

Strengthen the relationship between SDAs and secondary and postsecondary institutions by requiring joint planning for all JTPA "40%" youth projects including summer work experience. Special emphasis should be given to the improvement of basic skills and awarding high school credit through JTPA programs.

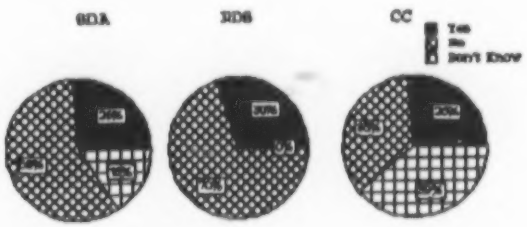
(Partial progress)

'89-'90-'91 FOLLOW-UP ACTIONS

ICoVE's questionnaires included several questions regarding the joint planning of 40% youth projects. The first two dealt with whether or not joint planning occurs for 40% programs and the second for summer work experience. The responses are summarized as follows:

Are all JTPA 40% youth projects planned jointly?

	Yes	No	Don't Know
SDA	26%	58%	11%
RDS	30%	70%	
CC	26%	35%	39%



It is clear that there is a discrepancy among the three groups about whether or not 40% youth programs are planned jointly. At any rate, less than 1/3 are designed using joint planning.

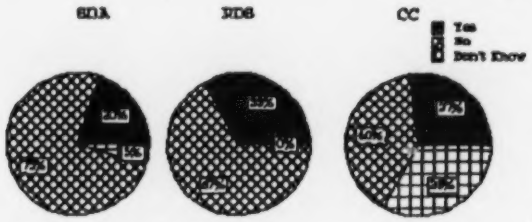
Are summer work experiences planned jointly?

	Yes	No	Don't Know
SDA	20%	75%	5%
RDS	33%	67%	
CC	27%	40%	33%

----------*TO ISBE AND DCCA*----------

'87-'88 SUGGESTED ACTIONS

'89-'90-'91 FOLLOW-UP ACTIONS



Source: ICoVE survey of RDS, CC, SDA

Summer work experiences for youth also enjoy limited joint planning. It is clear that the vast majority are not jointly planned.

As indicated below, joint planning results in benefits of about equal numbers to the delivery personnel and the student/client. Benefits cited are rather vague and lack substance. This suggests a negative view on the part of the respondents toward joint planning.

BENEFITS OF JOINT PLANNING

Service Delivery Areas

- Excellent coordination
- Better referral process
- Makes educator more aware
- Reduction in duplication of efforts and resources

Regional Delivery Systems

- Summer programs
- Better services for students
- More understanding between providers
- Knowledge of what students are being served
- Use of school facilities

Community Colleges

- Good coordination
- Students are appropriately placed in programs
- Manpower needs are appropriately satisfied
- Summer youth programs

Source: ICoVE survey of RDS, CC, & SDA

----------*TO ISBE AND DCCA*----------

'87-'88 SUGGESTED ACTIONS

'89-'90-'91 FOLLOW-UP ACTIONS

The negative view of a positive impact resulting from joint planning among RDS, CC, and SDA directors is further exposed in responses to why joint planning does not always occur. There appears to be no positive expectations for joint planning, nor is there a perceived benefit of it by the three groups.

----------WHY JOINT PLANNING DOES NOT ALWAYS OCCUR----------

Service Delivery Areas

- No need – done through RFP process
- Lack of understanding
- Lack of interest
- Burden of state and federal requirements
- Time factors

Regional Delivery Systems

- Time
- Funding
- JTPA have had their own programs
- Poor communication
- Lack of cooperation
- Services offered through RFP process
- PIC too political

Community Colleges

- JTPA has its own staff
- Haven't seen the need
- Coordination meetings are a review of the SDA plan

Source: ICoVE survey of RDS, CC, & SDA

The three groups were also asked if emphasis had been given to improving basic skills for "40%" participants and summer work experience participants. Their responses are summarized as follows:

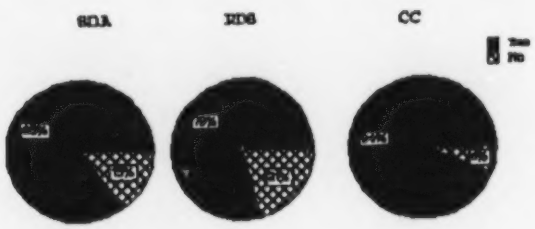
----------EMPHASIS GIVEN TO IMPROVING BASIC SKILLS FOR '40%' PARTICIPANTS?"----------

	Yes	No
SDA	85%	15%
RDS	79%	21%
CC	94%	6%

----------*TO ISBE AND DCCA*----------

'87-'88 SUGGESTED ACTIONS

'89-'90-'91 FOLLOW-UP ACTIONS

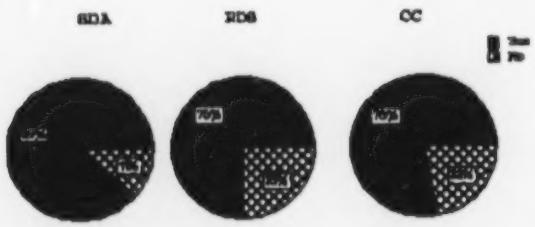


Source: ICoVE survey of RDS, CC, & SDA

Most directors and deans believe that emphasis has been placed on the basic skills for both the "40%" participants (shown above) and the"summer work experiences" (shown below). Again, they view "emphasis given" slightly differently. Basic skills were not defined on the questionnaire, so the interpretation of the question may account for some of the discrepancies.

EMPHASIS GIVEN TO IMPROVING BASIC SKILLS
FOR SUMMER WORK EXPERIENCE PARTICIPANTS?"

	Yes	No
SDA	89%	11%
RDS	75%	25%
CC	78%	22%



Source: ICoVE survey of RDS, CC, & SDA

----------*TO ISBE AND DCCA*----------

'87–'88 SUGGESTED ACTIONS

Continue to encourage activities such as the quarterly meetings and joint planning meetings which improve local coordination between vocational education providers and SDA/PICs. Identify activities which have been successful around the state and make them known to others who could utilize similar strategies.

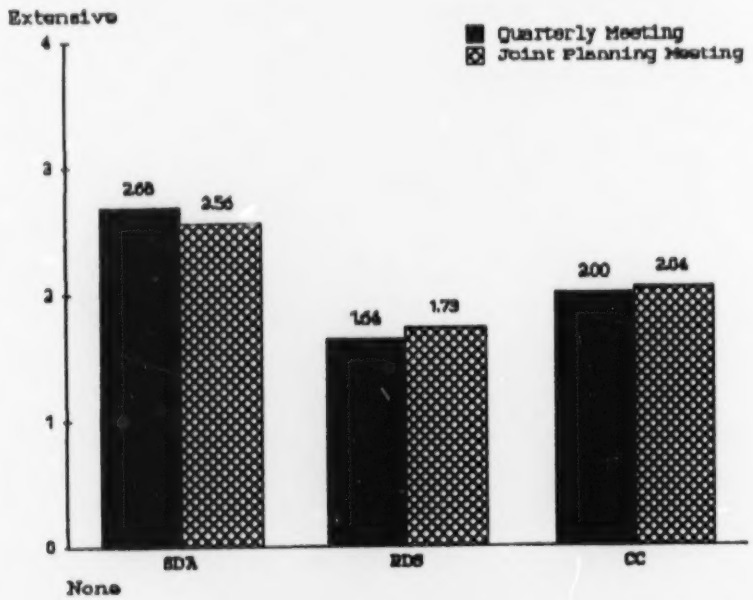
(Considerable progress)

'89–'90–'91 FOLLOW-UP ACTIONS

Joint quarterly meetings were required. Efforts to identify some successful initiatives were made.

ICoVE asked SDA personnel, community college deans, and regional delivery system directors to rate the effectiveness of quarterly and joint planning meetings between the SDA and the education community. On a scale from 0=Not effective to 4=Very effective, their responses were:

	Mean	s.
Quarterly Meetings		
SDA	2.68	.77
RDS	1.64	1.06
CC	2.00	1.19
Joint Planning Meetings		
SDA	2.56	.80
RDS	1.73	1.21
CC	2.04	1.04



Both quarterly meetings and joint planning meetings were viewed as more effective by SDAs than by the education community. The system directors were the most critical. In the listing of effective results of these meetings, the RDS directors listed more benefits and more substantive benefits than the other two groups. It may be that some had participated in particularly good quarterly and joint meetings and were able to make good use of the effort.

----------*TO ISBE AND DCCA*----------

'87-'88 SUGGESTED ACTIONS

'89-'90-'91 FOLLOW-UP ACTIONS

USEFUL AND EFFECTIVE ACTIVITIES
OF QUARTERLY JOINT PLANNING MEETINGS

Service Delivery Area Personnel

- Information sharing
- Plan for business/education partnership
- Determining training needs
- Reducing duplication of efforts

Regional Delivery System

- Sharing information
- Development of a reference booklet
- Education coordination meetings
- Identification of programs to serve clients
- Planning for fiscal year
- Discussion of LMI
- Programs that provide jobs for youth
- Vocational testing
- Funding services available to the local school district

Community College

- Information sharing
- Joint planning for grant submission
- Individual program planning
- Information on JTPA rules and policies
- Community projects and needs

Source: ICoVE survey of RDS, CC, & SDA

Each group also listed the barriers or problems encountered with quarterly or joint planning meetings. SDA personnel indicated lack of interest, low turnout from LEAs, lack of follow-up, scheduling, and involvement of too many people.

Regional system directors cited no collaboration, groups having little in common, too many varied people involved, communication problems, and a lack of results from meetings as barriers or problems with the joint/quarterly meetings.

Community college deans report they have encountered problems with territorial issues, communication, lack of substance to discuss, only information sharing instead of planning, and lack of consistency from county offices with the SDA as encountered barriers.

Reauthorization of JTPA legislation is underway. Many directions of the job training program may change, but as these discussions occur, job training personnel and vocational educators should be prepared to answer numerous questions.

1. How can job training and vocational education programs support and complement each other? . . . What needs to happen to encourage this? . . . How aligned are the purposes of the two efforts? . . . Can the differences be resolved?

2. How can job training and vocational education work together more effectively to raise the academic skills of workers who are unemployed, dislocated, and in need of retraining? . . . What other programs can cooperate to assist?

3. How well do JTPA and vocational education really understand the mission and driving force behind each other's programs? . . . How can they increase their knowledge? . . . Is there too much overlapping? . . . Not enough?

4. In what ways can vocational education and JTPA better coordinate the planning and delivery of programs and services for youth, including the 40%, summer youth, 8%, and vocational education funds? . . . Are personnel at the SDA, RDS, and CC levels fully aware and knowledgeable of the various available initiatives?

PROGRESS ON RESPONSES TO SUGGESTED ACTIONS by ISBE and DCCA

Neither ISBE nor DCCA took action in dealing with or responding to ICoVE's recommendations. However, activity did occur at the CC, RDS, and SDA levels as shown below.

- 2 Considerable progress
- 1 Partial progress
- 3 Limited progress
- 2 No activity, nothing initiated

8 Total

Follow-up

Report #23

JTPA AND VOCATIONAL EDUCATION PERKINS ACT PROGRAMS

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REPORT #23:
JTPA AND VOCATIONAL EDUCATION PERKINS ACT PROGRAMS
Follow-up of 1987-1988 Suggestions and Recommendations

ILLINOIS COUNCIL ON VOCATIONAL EDUCATION

OVERVIEW OF 1989-1990-1991 PERCEPTIONS RE: JTPA AND PERKINS ACTIVITIES

At the time ICoVE assessed JTPA and vocational education personnel at the local level about the adequacy and effectiveness of the federal JTPA and Carl D. Perkins Vocational Education Acts in helping achieve the purposes of the two Acts, local personnel had become somewhat familiar with their own Act, but had not really begun joint efforts of providing programs and services to clients or participants.

As staff at the state and local level met and attempted to understand each others' Act, they found unique ways to coordinate services on an individual basis. Several unique partnerships have emerged. Both Acts had enough flexibility to allow coordination when it was sought.

With reauthorization of the Perkins Vocational Education Act complete, the adequacy and effectiveness of the 1984 Act is really a moot issue. The reauthorized Act increased emphasis on special needs populations, but went a step further to target those most in need.

Reauthorization of Perkins also filled in the accountability gap and created requirements for the development and implementation of performance standards and measures. These new requirements were in response to the private sector's concern for a quality workforce.

This dimension of the federal legislation is viewed by most professional vocational educators as a welcome addition.

As JTPA reauthorization negotiations occur, similar discussions for accountability are taking place. The need to improve the basic skills of clients to make them more capable of future retraining must be addressed.

'87-'88 RECOMMENDATIONS	'89-'90-'91 FOLLOW-UP ACTIONS
TO ISBE AND DCCA	
Promote coordination both at the state and local levels. (Partial progress)	DCCA and DAVTE have both promoted, encouraged, and required coordination at the local level. Efforts for the two agencies to meet regularly have never been initiated; however, several staff members for special programs and services have designed excellent procedures for coordination.

----------*TO ISBE AND DCCA*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
Provide workshops throughout the state to address the purposes of both acts and give special attention to the advantages and opportunities for coordination. (Redirected, somewhat satisfactorily)	Both DCCA and ISBE offered workshops on the content of their own federal legislation rather extensively. Both also addressed major points of legislation for the other program. Some of this was accomplished at state in-service meetings in the mid 1980s, but when state in-service stopped, so did the opportunity for joint in-service, except in SDAs and regions where local leadership provide the in-service.
Provide financial incentives for RDSs, community college districts, and SDAs when coordination and cooperation take place and penalize when it does not. (No activity/nothing initiated)	Compliance with the coordination criteria is a part of DCCA's sanctions policy. ISBE also reviews plans and reports for compliance with the requirement. No financial incentives are provided by either agency.
Provide technical assistance on content and management of quarterly meetings. (Partial progress)	Both ISBE and DCCA assisted the local entities in terms of what was appropriate for quarterly meetings.
Develop and/or expand the present evaluation system to ascertain if and how the JTPA and Carl D. Perkins Vocational Act addresses the • impact of program offerings on unemployment • accessibility of programs to special populations • relevance of training and retraining to labor market needs	No major changes were put into developing the evaluation system. As requirements for improved, qualitative data and other reporting have emerged, adaptations are to be made to the evaluation system as well. Newly reauthorized vocational education legislation requires performance standards and performance measures. These measures should help to reveal the extent to which programs prepare participants with skills needed in the workplace.

----------*TO ISBE AND DCCA*----------

'87–'88 SUGGESTED ACTIONS	'89–'90–'91 FOLLOW-UP ACTIONS
• improvement and expansion of programs to meet the state's workforce needs • promotion of economic growth. (No activity/nothing initiated)	
Utilize an RFP for the purpose of studying and analyzing ways the JTPA and vocational education programs can work together to better serve the labor force of Illinois. Place emphasis on serving special populations as identified in the two acts. (No activity/nothing initiated)	The State Board and the Department of Commerce and Community Affairs (agency responsible for JTPA) have not undertaken a study to determine ways in which vocational education and JTPA programs could work together more effectively to better serve the Illinois labor force, particularly the at–risk populations.

As reauthorization discussions proceed for JTPA and implementation strategies are explored for vocational education, several questions concerning adequacy and effectiveness need to be addressed.

1. How can JTPA provide basic skills and basic academic skills to more of its clients? . . . What other services will affect the capacity of clients to be retrained and upgraded in a cost-efficient manner in the future?

2. How compatible will vocational education's performance standards and measures be with those used by JTPA? . . . Can these be made more compatible? . . . How will meeting performance standards affect program approval and funding?

3. What new coordination initiatives will be possible under newly reauthorized legislation for both programs? . . . What does the legislation contain that will promote coordination? . . . Present barriers to coordination?

PROGRESS OF RESPONSE TO RECOMMENDATIONS AND SUGGESTED ACTIONS by DCCA and ISBE

In reviewing actions of DCCA and ISBE to ICoVE's suggestions and recommendations, ICoVE found the following:

23.4

- 2 Partial progress
- 1 Redirected, satisfactorily
- 3 No activity/nothing initiated

6 Total

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